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AN ORGANIZED PROGRAM OF BOYS' PHYSICAL EDUCATION AND
HEALTH EDUCATION FOR IOWA CLASS B HIGH SCHOOLS

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CHAPTER I

INTRODUCTION

Through education the individual is enabled to lead an enriched and abundant life. In physical education we have an education process concerned with activities which develop and maintain the human body. Physical education teachers should help students develop skills, habits, attitudes and understandings which will enable them to live healthful, happy, and successful lives in a democratic society.

This study is intended to help meet some of the needs of these teachers. It will be most useful to the instructors who teach health and physical education in a small high school. It is not intended as restrictive or binding in any way, but rather the hope is that it will promote a class program of greater variety and a progression of skills.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to examine the need for planning a high school boys' physical education curriculum, to study the school as an influential resource which directly promotes physical and social fitness, and to present curriculum patterns in physical education which will aid an instructor who will be

teaching in a small school for the first time.

The investigator has made a study of the materials collected from the various sources and has made recommendations for the physical education curriculum. This study is designed to help the physical education instructor who is interested in promoting a well-rounded curriculum in a small high school. A curriculum is planned in order that all boys may have an opportunity to participate in wholesome activities which not only provide a means of helping students keep physically fit, but also which have a carry-over value into adult life.

Importance of the study. It is generally recognized by educators that a definite need existed in the secondary school for the development of a program that will meet the needs of all the students. More and more emphasis should be placed on skills which will be used in leisure-time activities. These students, as adults, will probably live in a thirty-hour week society. They should be learning now the skills that will be useful then.

President Lyndon B. Johnson in a special message to the American Association of School Administrators discussed the importance of a sound physical education program.

As a former school teacher, I understand the problem you face--limited human and material resources to do an unlimited and urgent task.

Of great importance in the education process is the need for sound physical activity and health education programs in our nation's schools.

You have a large voice in curriculum content. I hope that you will see to it that every school provides a balance of activities which will enable all boys and girls to develop and maintain good health along with intellectual, moral, and spiritual qualities. Only in this way can we be assured that America's future--today's youth--will be vigorous, creative, and participating citizens.¹

Limitations of the problem. It was recognized that questionnaires have certain weaknesses. All of the schools in this study did not have equal plant or facilities in which to conduct their physical education programs. Some schools have physical education classes only once a week while other schools meet every day.

II. PROCEDURE

A questionnaire was employed to gather data relating to the high school physical education programs in a small school.

The investigator utilized both teaching background and data from a review of relevant professional literature to formulate a sample questionnaire. The questionnaire was developed for the purpose of obtaining teachers' opinions regarding the physical education programs in their school. This questionnaire was sent to ten selected schools,

¹American Association for Health, Physical Education, and Recreation, "Information Supporting Comprehensive Programs of Health, Physical Education, and Recreation" (Washington, D. C.: Department of N. E. A., 1966), 1.

similar in size to the schools used in the survey. Results from the sample questionnaire, with a few minor revisions to improve clarity, were incorporated into the final questionnaire. This procedure facilitated the formulation of a valid questionnaire which was used in the completion of the survey.

It was decided, after a survey of the literature, that the physical education program should be appraised in the following areas:

1. The number of students in class.
2. The grades and credits.
3. The class periods per week.
4. The time allotment per day.
5. The classroom activities.
6. The physical education uniform.
7. The class organization.
8. The physical examinations and medical excuses.
9. The intramural program.
10. The budget of the physical education program.
11. The health education curriculum.

One copy of the questionnaire was mailed, with a letter of explanation and a return envelope, to the 128 class "B" high schools throughout the state of Iowa. The remaining class "C", "A", and "AA" high schools were not surveyed and are not represented in the results of this

study. Upon the return of 33 per cent of the questionnaires, the writer of this study tabulated responses in each area and attempted to determine the general trends in the high school physical education programs. As additional questionnaires were returned, they were tabulated to determine if they affected the trend. One-hundred of the 128 schools surveyed returned the questionnaire. The information that was secured by the responses is presented in tabular form for comparing programs within the schools.

A review of the professional literature was made to discover new plans and trends as discussed by professional educators. An attempt was also made to determine what these leading authorities believe constitutes a good physical education program on the high school level.

CHAPTER II

REVIEW OF LITERATURE

Within this chapter the investigator will present a preview of current literature concerning the formulation of a desirable physical education program. The chapter will be divided into subdivisions. The following units may be found in this chapter: (1) General and specific objectives of physical education, (2) Curriculum patterns in physical education.

I. GENERAL AND SPECIFIC OBJECTIVES OF PHYSICAL EDUCATION

Needs of adolescence. Physical education in present-day living helps people to satisfy age-old needs--physical, emotional, social, and mental. In earlier times, needs for physical activity were met in everyday life. Today, because of progress in science, people perform their daily tasks and earn a living with little expenditure of physical energy. Yet, everyone needs physical activity to grow properly or keep healthy.

Cowell and Schwehn have listed the physical needs of adolescents as: The need

1. to have an adequate and balanced diet.
2. to develop muscle and physical strength.
3. to develop a symmetrical and attractive physique.
4. to develop endurance and vitality, to be able to resist fatigue and be full of energy or pep.

5. to move with skill and grace.
6. to know how to relax and rest.
7. to be skillful in several individual, dual, and team sports.
8. to engage in activities of an inner-directed nature rather than those of an outer-directed nature.¹

An industrialized and urban society has brought severe demands upon emotional and nervous stability. To live fully, one must be able to get along with others, control his emotions, and find outlets for self-expression. Cowell and Schwehn have stated the emotional needs of adolescents as: The need

1. to be able to engage rather objectively in self-appraisal and to act on the basis of knowledge of one's personality assets and liabilities. To develop insight into one's own personality.
2. to be able to stand on one's own feet, make one's own decisions and choices, and to achieve self-direction and independence.
3. to be protected from the ravages of excessive and unequated competition.
4. to be free of guilt as a result of not understanding the growth cycle and the rapid physiological changes and urges taking place during adolescence.
5. to minimize fear of failure, punishment, criticism, and sarcasm by proper emotional climate in the gymnasium or on the playing fields.
6. to feel that one is accepted, wanted, and that he belongs.
7. to know the definite limits of one's freedom by generally agreed-on requirements, such as certain codes of behavior or training rules in athletics.
8. to broaden one's interest and appreciations by trying different activities.

¹Charles W. Cowell and Hilda M. Schwehn, Modern Principles and Methods in Secondary School Physical Education (Boston: Allyn and Bacon, Inc., 1964), 36.

9. to have opportunities to accept responsibility and leadership.¹

The adolescents' needs as expressed by Cowell and Schwehn were: The need

1. to have opportunity for social participation of all kinds.
2. to have close friends of the same sex.
3. to have close friends of the opposite sex.
4. to have an opportunity to appear in a socially applauded role and to please others of one's own and the opposite sex by some prestige-getting or exclusive role. To gain recognition.
5. to achieve the acceptance and approval of one's peers.
6. to belong to some desirable and particular group to which loyalty may be given.
7. to have the affection and security of one's parents and to earn their confidence, yet to² have freedom to make many of one's own decisions.

Cowell and Schwehn expressed learning needs as:

The need

1. to understand what is involved in growing up, physically, psychologically, and otherwise.
2. to understand individual differences and know that one can be quite different in height, body type, and complexion, and still be normal.
3. to understand how personality evolves and why people may like or dislike others.
4. to examine personal and social values in our culture and determine which ones we ought to accept and which we ought to reject.
5. to understand the elementary principles of the physiology of activity or exercise.³

The aim of physical education. Physical education is concerned with those physical activities which are

¹Cowell and Schwehn, op. cit., 37.

²Ibid., 36.

³Ibid., 37.

selected and carried on with full regard to values in human growth, development, and behavior. Physical education aims for the same goal that gives purpose to all the other learning experiences of the school.

La Porte stated:

The ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently and co-operatively as a good citizen even under violent emotional stress.¹

Voltmer and Esslinger's aims and objectives of physical education are classified into two groups on the basis of worthiness of general pursuit.

Those most worthy of general pursuit include:

1. Skills and abilities aim.
 - a. Development of psychomotor skills.
 - b. Development of proper co-ordination of special senses with body movement.
 - c. Development of skills related to natural, racial activities.
 - d. Development of general bodily control.
 - e. Development of skills common to America generally and to one's own locality particularly.
2. Cultural aim.
 - a. Development of understanding and appreciation of the techniques and strategies of sports.
 - b. Preparation for leisure time.
 - c. Improvement of morale through improving body.
3. Mental hygiene aim.
 - a. Eliminating or diminishing worry and stress, through developing appropriate interests and habits of engaging in exercise and sports.

¹William Ralph La Porte, The Physical Education Curriculum (sixth edition; California: University of Southern California, 1955), 38.

- b. Increasing general neural vigor.
- 4. Desirable habits aim.
 - a. Establishment of a schedule of daily activities that fits one's own being.
 - b. Acquiring the habit of spending a portion of one's leisure time in enjoyable physical activity.
 - c. Acquiring the habit of cleanliness.
- 5. Purely physical aim.
 - a. To assist in the development of endurance sufficient to meet the needs of the stress of life and little bit more.
 - b. To assist in developing strength enough to do normal life tasks without undue strain.
 - c. To assist in providing for normal growth and development.
- 6. Personality aim.
 - a. Attainment of sportsmanship.
 - b. Attainment of leadership.
 - c. Attainment of positive active qualities.
 - d. Attainment of positive mental qualities.
 - e. Attainment of self-control.
 - f. Attainment of social co-operation.
 - g. Attainment of qualities of efficiency.
 - h. Attainment of sociability.
- 7. Prestige aim.
 - a. Promotion of school spirit.
- 8. Applied knowledge aim.
 - a. Attainment of knowledge of proper health procedure as related to physical exercise.¹

Those less worthy of general pursuit are:

- 1. Purely physical aim.
 - a. To assist in developing and maintaining sound and proper functioning.
- 2. Prestige aim.
 - a. Presenting interesting performances or shows.
 - b. Advertising school or institution.
- 3. Applied knowledge aim.
 - a. Attainment of knowledge or rules.

¹Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (third edition; New York: Appleton-Century-Crofts and Company, 1958), 30-31.

- b. Attainment of knowledge of techniques and methods.
- c. Attainment of knowledge of first aid.¹

The physical educator has many opportunities to help boys develop useful physical skills. As a teacher, his job is to select, organize, and guide activities suited to the needs, capacities, and interests of everyone taking part.

La Porte's objectives of physical education were stated as follows:

1. The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes--physical, mental, and social.
2. The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.
3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others.
4. The development of a comprehensive knowledge of rules, techniques and strategies in the above activities suitably adapted to various age levels.
5. The development of acceptable social standards appreciations, and attitudes as the result of intensive participation in these activities in a good environment and under capable and inspired leadership.
6. The development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations.
7. The development of the power of self-expression and reasonable self-confidence, (physical and mental poise); by mastery of difficult physical-mental-social problems in supervised activities.
8. The development of leadership capacity by having each student within the limits of his ability,

¹Voltmer and Esslinger, op. cit., 31.

- assume actual responsibility for certain activities under careful supervision.
9. The elimination of remediable defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice based on adequate physical and health diagnosis.
 10. The development of essential health habits, health knowledge and health attitudes as the result of specific instruction in health principles¹ and careful supervision of health situations.

II. CURRICULUM PATTERNS IN PHYSICAL EDUCATION

It was the purpose of this unit to review boys' physical education programs which are suitable for small high schools. The aim was to help, in particular, teachers who are setting up such a program for the first time.

The methods and material suggested here may be modified or expanded to fit local conditions. The success of any physical education program depends to a large extent on the ability of the teacher to fit the program to the needs and facilities of his particular situation.

To organize a boys' physical education program, the following phases must be considered: class instruction, curriculum objectives, steps in the preparation of a curriculum, and class activities.

Class instruction. Where sound, required programs of physical education exist they have been developed on

¹La Porte, op. cit., 38-39.

the basis of the physical, social, mental, and emotional needs of the students. A broad and varied program of activities, both outdoor and indoor, progressively arranged and adapted to the capacities and abilities of each student, is offered.

Following are some important considerations for the class program of physical education instruction:

1. The physical education class program is a place to teach the skill, strategies, appreciations, understandings, rules, knowledges, regulations, and other material and information that is part of the program.
2. Instruction should be basic and interesting.
3. Instruction should be progressive.
4. Instruction should involve definite standards.
5. Instruction should involve more than physical activity.
6. A textbook should be used.
7. There should be records.
8. There should be homework.¹

Curriculum objectives. In order for the physical education teacher to plan his curriculum there must be an over-all plan to guide his thinking. Construction of a school curriculum ensures progression of objectives and activities. Major purposes of curriculum-planning for the physical education program include the following:

1. To meet the needs and interest of boys.
2. To ensure that the program takes health goals into consideration.

¹Charles A. Bucher, Constance Koenig, and Milton Barnhard, Methods and Materials for Secondary School Physical Education (St. Louis: C. V. Mosby and Co., 1961), 135-137.

3. To achieve the objectives of physical education.
4. To give full consideration to the important factor of community relations.
5. To prepare the most effective programs possible consistent with available facilities, personnel, size of classes, and length and frequency of physical education periods.
6. To maintain a continuity of program with the elementary schools from which secondary education level students emanate.
7. To utilize the knowledge and experience of all personnel involved in the physical education program.
8. To provide a guide for the physical education teacher, sufficiently detailed to ensure adherence to established policy and flexible enough to meet the varying needs of different schools, classes, and individuals.
9. To evaluate programs and make improvements.¹

Steps in the preparation of a curriculum. Williams suggested five essential steps in the development of a physical education curriculum. These steps include:

1. Analysis of the situation.
2. Appraisal of the characteristics of the individuals to be educated.
3. Statement of an aim for the program.
4. Statement of the objectives to be sought.
5. Selection of the activities in relation to the situation, characteristics of pupils, aim, and objectives.²

Voltmer and Esslinger recommended definite procedures to be followed in developing a curriculum. These steps usually involve:

¹Bucher, Koenig, and Barnhard, op. cit., 123.

²Jesse F. Williams, The Principles of Physical Education (seventh edition; Philadelphia: W. B. Saunders Company, 1959), 233.

1. Social philosophy.
2. Educational philosophy.
3. Statement of objectives.
4. The nature of children.
5. Selection of activities to attain objectives.
6. Administrative provisions to implement the program.
7. Evaluation of the program.¹

Class activities. The writer found that the leading physical educators advocated a program of activities dominated by highly organized competitive team and individual sports. These activities are what high school boys want and need.

In order to best meet the needs of the secondary school student the types of activities should be wide and varied. Team games of high organization should occupy an increasingly important place at the junior high and are even more outstanding at the senior high school level. The early senior high school programs should be mainly exploratory in nature, offering a wide variety of activities, with the team games modified in nature and presented in the form of lead-up activities. Toward the end of the senior high school period there should be opportunity to select and specialize in certain activities which will have a carry-over value after formal education ceases.²

The following outline of a seasonal class program in physical education for high school boys should be considered as a framework from which individual teachers may build their own class program. "Varying conditions and factors such as facilities, time allotment, climate, and personnel training will naturally affect the choice of activities selected for inclusion in the program."³

¹Voltmer and Esslinger, op. cit., 59-61.

²Bucher, Koenig, and Barnhard, op. cit., 139.

³Miller and Massey, op. cit., 127.

Miller and Massey suggested the following program on a seasonal basis:

| <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|-------------|---------------|-----------------------|
| Archery | Apparatus | Archery |
| Casting | Badminton | Badminton |
| Football | Basketball | Baseball |
| Golf | Bowling | Casting |
| Handball | Boxing | Golf |
| Tennis | Dancing | Horseshoes |
| Volleyball | Handball | Rope Skipping |
| | Indoor field | Tennis |
| | and track | Track and field |
| | Tumbling | Softball ¹ |
| | Volleyball | |
| | Wrestling | |

LaPorte's program for the senior high school included the following activities: aquatics, dancing, team sports, gymnastics, and individual and team sports. As team sports he included volleyball, softball, basketball, soccer, speedball, and touch football. As gymnastics he included tumbling pyramids, apparatus, relays, stunts, and body mechanics and posture. As individual and dual sports he included tennis, badminton, handball, golf, archery, bowling, hiking, camping, horseshoes, fly and bait casting, table tennis, trampoline, and wrestling.²

¹Ibid.

²LaPorte, op. cit., 31.

CHAPTER III

PRESENTATION OF DATA

The data used in the study were obtained by means of a questionnaire to determine the extent of physical education programs in small schools throughout Iowa. The questionnaire was sent to the physical education instructors of the 128 class "B" Iowa high schools. A copy of the questionnaire¹ and the letter² used in making this study may be found in the appendix of this study. The number of class "B" schools throughout Iowa to which the questionnaires were sent and the number of responding schools were:

| <u>Number of Questionnaires Sent</u> | <u>Number of Questionnaires Returned</u> |
|--|--|
| 128 | 100 |

Number of students in class. The number of students in each class is one area of consideration in the physical education program. A class with too few students can have as many disadvantages as a class which has too many students. The results of the survey show that fourteen schools had twenty or less students and three had thirty-five or more students. The average size of the class in most schools was twenty to twenty-four students. The average class size

¹Appendix B.

²Appendix A.

in 100 responding schools was:

| <u>Average Class Size</u> | <u>Number of Schools</u> |
|---------------------------|--------------------------|
| Below 20 | 14 |
| 20 to 24 | 45 |
| 25 to 29 | 29 |
| 30 to 34 | 9 |
| Over 35 | <u>2</u> |
| Total | 100 |

Grades and credits. The method of assigning grades used by most Iowa high schools is by use of the letters A, B, C, D, and F. The following methods of determining grades in physical education were used: student attendance, effort, uniform, punctuality, skill or written tests, improvement, and general attitude. The most common method used was the subjective evaluation of the student's ability and class work. Fewer than fifty per cent of the teachers used written or skill tests to assist them in making evaluations.

Forty-nine responding schools reported objective skill tests measuring the performance or improvement of skills that are taught during a unit. Thirty-three of these objective tests were teacher-prepared. The remaining sixteen schools used standardized tests.

Twenty-six of the 100 responding schools kept an up-to-date permanent record card for each pupil containing the score received on teacher-prepared or standardized tests.

Ninety reporting schools considered the improvement the pupil had made as well as his ability to perform. Seventy-one responding schools used improvement as a grading basis. The percentages of the grade based on improvement were:

| <u>Per Cent Grade Depended on Improvement</u> | <u>Number of Schools</u> |
|---|--------------------------|
| 1 - 10 | 5 |
| 11 - 20 | 14 |
| 21 - 30 | 19 |
| 31 - 40 | 15 |
| 41 - 50 | 10 |
| 51 - 60 | 1 |
| 61 - 70 | 0 |
| 71 - 80 | 5 |
| 81 - 90 | 0 |
| 91 - 100 | <u>2</u> |
| Total | 71 |

Most Iowa high schools give a grade in physical education on some basis other than just attendance or appearance for class in uniform. Eighty-six reporting schools had a definite method of assigning grades.

Class periods per week. The average number of class periods in physical education scheduled for each student

each week was two. The physical education periods per week for 100 responding schools were:

| <u>Periods Per Week</u> | <u>Number of Schools</u> |
|-------------------------|--------------------------|
| 1 | 5 |
| 2 | 51 |
| 3 | 36 |
| 4 | 3 |
| 5 | <u>5</u> |
| Total | 100 |

Time allotment. The school laws in the State of Iowa do not assure that adequate time will be available to teach physical education as it should be taught. The law requires that every student in the secondary schools of Iowa be taught physical education for at least fifty minutes each week. It was found that most Iowa schools offered more than the law required.

Most Iowa schools offered physical education class periods between fifty-five and sixty minutes. The number of minutes for a regular class period for 100 responding schools were:

| <u>Number of Minutes Per Class Period</u> | <u>Number of Schools</u> |
|---|--------------------------|
| 30 to 34 | 1 |
| 35 to 39 | 1 |
| 40 to 44 | 10 |
| 45 to 49 | 5 |
| 50 to 54 | 31 |

| <u>Number of Minutes Per</u> <u>Class Period</u> | <u>Number of Schools</u> |
|---|--------------------------|
| 55 to 60 | <u>52</u> |
| Total | 100 |

In sixty-two responding schools, credit for physical education was required to graduate. Many high schools permit the substitution of such items as marching band, excessive academic load, and interscholastic sports for physical education. In the latter, forty-four schools excused athletes from attending physical education classes.

Classroom activities. The physical education instructors indicated that team games comprised most of the physical education curriculum. Team sports, such as basketball, soccer, softball, and volleyball, were used in most class "B" high schools. The questionnaire activities taught once or more in the four year physical education curriculum for 100 responding schools were:

| <u>Activity</u> | <u>Number of Schools</u> |
|-----------------|--------------------------|
| Softball | 100 |
| Basketball | 96 |
| Volleyball | 93 |
| Tumbling | 92 |
| Track and field | 89 |
| Soccer | 88 |
| Wrestling | 83 |
| Badminton | 77 |

| <u>Activity</u> | <u>Number of Schools</u> |
|--------------------|--------------------------|
| Weight training | 65 |
| Table tennis | 60 |
| Trampoline | 57 |
| Rope jumping | 51 |
| Archery | 46 |
| Bowling | 46 |
| Baseball | 45 |
| Tennis | 33 |
| Shuffleboard | 31 |
| Dancing | 29 |
| Parallel bars | 29 |
| Horizontal bar | 23 |
| Side-long horse | 19 |
| Balance beam | 13 |
| Horseshoe pitching | 13 |
| Handball | 9 |
| Springboard | 7 |
| Vaulting box | 7 |
| Rings | 6 |
| Swimming | 5 |
| Hiking | 5 |
| Bag punching | 4 |
| Roller skating | 2 |
| Aerial darts | 2 |
| Bait casting | 1 |

Other activities were included by respondents even though they did not appear on the questionnaire. Touch football was reported by fourteen responding schools.

Those activities reported by ten respondents were flag football, golf, and speedball.

Those reported by five respondents were hockey and wiffle ball.

Rope climbing was reported by four responding schools and dodgeball by three respondents.

Those reported by two respondents were relay races, peg board, kickball, isometrics, high jumping, crab soccer, chin bar, and battleball.

Those reported by one respondent were aerial tennis, bombardment, boxing, combat activities, croquet, cross country, first aid, flickerball, ice skating, volley tennis, variety basketball, sit soccer, sacket, and rugby.

There are many details involved in a physical education class: uniforms, towel service, lockers, squads, taking roll, physical examinations, medical excuses, and dressing time.

Uniforms. The use of regulation uniforms is recommended by most of the leading physical education authorities. Sixty-eight out of the 100 responding schools required a specific physical education uniform.

Eighty-five schools required pupils to have their complete gymnasium uniforms laundered at frequent intervals. They were inspected regularly by teachers and squad leaders.

Eighty-one physical education instructors reported they usually wore an instructor's gymnasium uniform when teaching. An instructor's uniform included appropriate shirt, pants, and shoes.

Towel service and lockers. Seventy-six responding schools had an individual locker or basket for the student's physical education uniform. Students who did not have individual lockers took their physical education clothes home, shared a locker with another student, or left the physical education clothes in the hall locker.

Forty-nine schools provided towel service for their physical education program. Six schools furnished free towel service. The cost ranged from one dollar a year to six dollars a year. Most schools charged two dollars per year.

Class organization. Sixty-one respondents used squad leaders in their physical education classes. Squad leaders were chosen by the students and the teachers.

In a typical semester (eighteen weeks), the percentage of time indicated by the 100 responding schools for squad formation as a part of class organization were:

| <u>Percentage of Time</u> | <u>Number of Schools</u> |
|---------------------------|--------------------------|
| None | 12 |
| 1 - 20% | 42 |
| 21 - 40% | 16 |
| 41 - 60% | 13 |
| 61 - 80% | 6 |
| 81 - 100% | <u>11</u> |
| Total | 100 |

Most schools used squads for team competition. The purposes for the use of squads of responding schools were:

| <u>Purpose of Squads</u> | <u>Number of Schools</u> |
|--|--------------------------|
| For team competition | 66 |
| To facilitate role taking | 48 |
| For movement of class to and from teaching station | 18 |
| Warm up and exercise | 11 |
| Motivation | 1 |
| Leadership | 1 |
| Weight class | 1 |
| Leadership technique | 1 |

Taking roll. There are several good methods used to take roll. Accuracy, speed, and freedom from additional expense are three essentials of good roll taking. The following common methods were reported to be used to take roll:

1. Recording visible numbers.
2. Recording by squads.
3. Recording absent numbers.
4. Calling the roll by names.

Forty-five schools took from one to two minutes for roll call. The average time to take roll for 100 responding schools were:

| <u>Average Time</u> | <u>Number of Schools</u> |
|-----------------------------------|--------------------------|
| 0 minutes to 59 seconds | 17 |
| 1 minute to 1 minute 59 seconds | 45 |
| 2 minutes to 2 minutes 59 seconds | 22 |
| 3 minutes or more | <u>16</u> |
| Total | 100 |

Physical examinations and medical excuses. There are many youngsters who are not aware of their own serious ailments. In order that a physical education department may operate with accurate knowledge of the condition of the students, a medical examination is necessary. It was found that seventeen schools required a physical examination by a physician each year as a prerequisite for physical education. Other responding schools, which did not require a physical examination by a physician each year as a prerequisite for physical education, had the following policies:

| <u>Policies</u> | <u>Number of Schools</u> |
|---|--------------------------|
| Medical examination every three years | 1 |
| Medical examination only during freshman year | 2 |
| Medical examination to be excused from physical education | 3 |
| Medical examination if there is a problem | 3 |
| Medical examination for those who are not out for athletics | 1 |
| Medical examination is advised but it is not required | 1 |
| Medical examinations are not required | <u>72</u> |
| Total | 83 |

Twenty-six responding schools had a standard medical-excuse form for the use of students desiring limited participation in physical education. On this form the physician stated definitely the defect, checked the activities in which the particular student may participate, and indicated the time the pupil is to be excused.

Time allowed for dressing. The time allowed for dressing purposes before an inside activity for 100 responding schools were:

| <u>Number of Minutes</u> | <u>Number of Schools</u> |
|--------------------------|--------------------------|
| 4:00 - 5:59 | 40 |
| 6:00 - 7:59 | 35 |

| <u>Number of Minutes</u> | <u>Number of Schools</u> |
|--------------------------|--------------------------|
| 8:00 - 9:59 | 9 |
| 10:00 - 11:59 | 15 |
| 12 minutes or more | <u>1</u> |
| Total | 100 |

The time allowed for shower and dressing purposes after the class had been dismissed from the inside area for 100 responding schools were:

| <u>Number of Minutes</u> | <u>Number of Schools</u> |
|--------------------------|--------------------------|
| 4:00 - 5:59 | 0 |
| 6:00 - 7:59 | 10 |
| 8:00 - 9:59 | 19 |
| 10:00 - 11:59 | 55 |
| 12 minutes or more | <u>16</u> |
| Total | 100 |

The time allowed for shower and dressing purposes after the class had been dismissed from the outside area for 100 responding schools were:

| <u>Number of Minutes</u> | <u>Number of Schools</u> |
|--------------------------|--------------------------|
| 4:00 - 5:59 | 0 |
| 6:00 - 7:59 | 4 |
| 8:00 - 9:59 | 8 |
| 10:00 - 11:59 | 60 |
| 12 minutes or more | <u>28</u> |
| Total | 100 |

Intramural program. Twenty-nine responding schools had an intramural program in their schools. Touch football was played in sixteen fall programs. Volleyball, table tennis, and basketball were the activities participated in by over ninety per cent of the winter intramural programs. Softball and track were the most popular spring sports. The intramural activities for twenty-nine responding schools were:

| <u>Fall Activities</u> | <u>Number of Schools</u> |
|--------------------------|--------------------------|
| Archery | 3 |
| Badminton | 9 |
| Basketball | 4 |
| Golf | 3 |
| Soccer | 4 |
| Softball | 1 |
| Speedball | 1 |
| Touch football | 16 |
| Tennis | 1 |
| Volley Tennis | 1 |
| <u>Winter Activities</u> | <u>Number of Schools</u> |
| Badminton | 11 |
| Basketball | 26 |
| Bowling | 8 |
| Hockey | 1 |
| Shuffleboard | 13 |

| <u>Winter Activities</u> | <u>Number of Schools</u> |
|--------------------------|--------------------------|
| Table tennis | 28 |
| Tumbling | 1 |
| Volleyball | 28 |
| Weight lifting | 1 |
| Wrestling | 13 |
| <u>Spring Activities</u> | <u>Number of Schools</u> |
| Archery | 4 |
| Golf | 2 |
| Horseshoes | 3 |
| Softball | 16 |
| Track and field | 12 |
| Tennis | 2 |

Seventy-one responding schools did not have an intramural program in their school. Fifty-two schools indicated that lack of time was the reason for not having an intramural program. The reasons for not having an intramural program for seventy-one responding schools, with some reporting multiple reasons, were:

| <u>Reasons for not Having an Intramural Program</u> | <u>Number of Schools</u> |
|---|--------------------------|
| Lack of time | 52 |
| Inadequate facilities | 36 |
| Lack of trained personnel | 16 |
| Insufficient finances | 9 |
| Student apathy | 8 |

Individual differences. Fifty responding schools provided for individual differences in their programs and the individual differences as expressed by the respondents were:

| <u>Individual Differences</u> | <u>Number of Schools</u> |
|--|--------------------------|
| Students of less ability compete with the students of like ability | 15 |
| By age and class | 5 |
| Students are separated into skill and age groups for team games | 4 |
| Provide a number of activities so that a boy might stand out in at least one skill | 4 |
| Boys with less abilities were given more drills to develop skills in certain areas | 4 |
| Improvement of personal capabilities | 3 |
| Provide extra coaching | 3 |
| The student choose the activities which he may excel | 3 |
| Slow class progress down to catch everyone | 2 |
| Work on individual differences in tumbling and apparatus work | 2 |
| Encourage students with less ability to do their best | 2 |

| <u>Individual Differences</u> | <u>Number of Schools</u> |
|---|--------------------------|
| Make squads as equal as possible | 2 |
| A specific day is set aside for the student to work on the activity of his choice | 2 |
| Students with less ability have a supervised five minutes with the instructor to work on his weakness | 1 |
| Physically handicapped have a special program | 1 |
| Correctional program | 1 |

Budget. Twenty-five responding schools had a definite annual budget for obtaining additional equipment, repairing and replacing worn-out equipment. Ten respondents had an annual budget between \$401 and \$800. The budgets for the twenty-five responding schools during the 1965-66 school year were:

| <u>Annual Budget</u> | <u>Number of Schools</u> |
|----------------------|--------------------------|
| \$ 100 to \$ 400 | 9 |
| \$ 401 to \$ 800 | 10 |
| \$ 801 to \$1200 | 3 |
| \$1201 to \$1600 | 1 |
| \$1601 to \$2500 | <u>2</u> |
| Total | 25 |

Bulletin board. Twenty-four responding schools did not have a physical education bulletin board. The lack of space was the chief reason for not having a bulletin board.

Most bulletin boards were located in the locker room. The location of the physical education bulletin board for seventy-six responding schools were:

| <u>Location of Bulletin Board</u> | <u>Number of Schools</u> |
|-----------------------------------|--------------------------|
| Locker room | 41 |
| Gymnasium | 14 |
| Hall between gym and locker room | 10 |
| High school hall | 6 |
| Training room | 2 |
| Coaches' room | 2 |
| Portable bulletin board | <u>1</u> |
| Total | 76 |

Health education. It was found that seventy-five per cent of the 100 responding schools did not have a specific health education course. Four responding schools taught health education all four years. Eight physical education instructors out of the twenty-five respondents taught health education. The teachers of health education of twenty-five responding schools were:

| <u>Teacher of Health Education</u> | <u>Number of Schools</u> |
|------------------------------------|--------------------------|
| Physical education teacher | 8 |
| Qualified teacher | 5 |
| Home economics teacher | 2 |
| Science teacher | 2 |
| Guidance director | 2 |

| <u>Teacher of Health Education</u> | <u>Number of Schools</u> |
|------------------------------------|--------------------------|
| Biology teacher | 2 |
| Coach | 2 |
| Vocational agriculture teacher | 1 |
| School nurse | <u>1</u> |
| Total | 25 |

The years in which the health education course were taught by the nineteen responding schools were:

| <u>Year Taught (Grade)</u> | <u>Number of Schools</u> |
|----------------------------|--------------------------|
| Grades 9, 10, 11, 12 | 4 |
| Grades 10, 11, 12 | 3 |
| Grades 11 and 12 | 3 |
| Grade 12 | 2 |
| Grade 10 | 2 |
| Grade 9 | 2 |
| Below Grade 9 | <u>3</u> |
| Total | 19 |

Class activities. Of the Miller-Massey list of suggested activities¹, all were carried on by responding schools except indoor field and track. However, these activities were carried on by fewer than half the schools: apparatus, archery, baseball, bowling, dancing, handball,

¹Miller-Massey, loc. cit.

tennis, boxing, golf, and football. Handball and boxing were carried on by fewer than ten schools.

Of the La Porte's list of activities¹ for senior high, all were carried on by responding schools except aquatics, gymnastics, pyramids, stunts, body mechanics, posture, and camping. However, these activities were carried on by fewer than half the schools: apparatus, archery, fly and bait casting, bowling, dancing, handball, horseshoe, tennis, golf, relay racing, speedball, hiking, and touch football.

These activities were carried on by fewer than ten schools: fly and bait casting, handball, relay races, and hiking.

Of Cowell and Schwehn's list of physical needs of the adolescent,² questionnaire responses indicate the following were being met:

Development of muscle and physical strength.

Apparatus work, weight lifting, wrestling, and track and field--all are utilized in programs to help in this development. Twenty-five per cent of the reporting schools had apparatus work, sixty-five per cent had weight lifting; eighty-three per cent, wrestling; and eighty-nine per cent, track and field.

¹La Porte, loc. cit.

²Cowell and Schwehn, loc. cit.

To develop endurance and vitality, to be able to resist fatigue, and be full of energy or pep. For this purpose, basketball, tumbling, track and field, soccer, and wrestling are included in programs. Ninety-six per cent of the reporting schools used basketball as a physical education activity, ninety-two per cent, tumbling; eighty-nine per cent, track and field; eighty-eight per cent soccer; and eighty-three per cent, wrestling.

To be skillful in several individual, dual, and team sports. Among individual sports, tumbling, track and field, bowling, and archery are examples. Ninety-two per cent of the respondents had tumbling, eighty-nine per cent, track and field; forty-six per cent, bowling; and forty-six per cent, archery.

For dual sports, wrestling, badminton, table tennis, and tennis are illustrative. Eighty-three per cent of the reporting schools had wrestling, seventy-seven per cent, badminton; sixty per cent, table tennis; and thirty-three per cent, tennis.

As to team sports, softball, basketball, volleyball, and soccer are examples. One hundred per cent of the respondents had softball, ninety-six per cent, basketball; ninety-three per cent, volleyball; and eighty-eight per cent, soccer.

To move with skill and grace. Tumbling, rope jumping, skill tests, and dancing are employed to improve

in this direction. Ninety-two per cent of the reporting schools had tumbling, fifty-one per cent, rope jumping; forty-nine per cent, skill tests; and twenty-nine per cent, dancing.

To have an adequate and balanced diet. A health education course discusses the essentials of an adequate diet. Twenty-five per cent of the reporting schools had a health education course.

To develop a symmetrical and attractive physique. Weight training and apparatus are utilized in the physical education curriculum to help in this direction. Sixty-five per cent of the reporting schools had weight training and twenty-five per cent, apparatus.

To know how to relax and rest. For this development, aerial darts, bait casting, golf, and a health education course are offered in the physical education curriculum. Two per cent of the reporting schools used aerial darts as an activity, one per cent, bait casting; ten per cent, golf; and twenty-five per cent, health education.

Cowell and Schwehn's learning needs¹ are related to the health education course. Twenty-five per cent of the responding schools had a specific health education course.

¹Ibid., 36.

La Porte's objectives of physical education¹ were being met by respondents in the following manner:

The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities. Apparatus, dancing, swimming, weight training, bowling, and a health education course aid in fundamental physical, mental, and social skills. Twenty-five per cent of the respondents had apparatus, twenty-nine per cent, dancing; five per cent, swimming; sixty-five per cent, weight training; forty-six per cent, bowling; and twenty-five per cent, a specific health education course.

The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time. Archery, badminton, bowling, horseshoe pitching, and table tennis are used in programs to help in this development. Forty-six per cent of the reporting schools had archery, seventy-seven per cent, badminton; forty-six per cent, bowling; thirteen per cent, horseshoe pitching; and sixty per cent, table tennis.

The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others. For this purpose, apparatus, tumbling, and wrestling are

¹La Porte, loc. cit.

included in programs. Twenty-five per cent of the reporting schools had apparatus, ninety-two per cent, tumbling; and eighty-three per cent, wrestling.

The development of a comprehensive knowledge of rules, techniques, and strategies. Over three-fourths of the reporting schools had badminton, basketball, softball, soccer, volleyball, wrestling, and track and field. Each of the activities helps develop a knowledge of rules, techniques, and strategies.

The development of acceptable social standards, appreciations, and attitudes. Intensive participation in basketball, softball, and dancing contribute to the above development. Ninety-six per cent of the respondents had basketball, one hundred per cent, softball; and twenty-nine per cent, dancing.

The development of the power of self-expression and reasonable self-confidence. Dancing, apparatus, and tumbling are included in the curriculum to aid in this development. Twenty-nine per cent of the reporting schools had dancing, twenty-five per cent, apparatus; and ninety-two per cent, tumbling.

The development of leadership capacity. To help assume actual responsibility for certain activities under

supervision, sixty-one per cent of the responding schools used squad leaders.

Voltmer and Esslinger's aims and objectives of physical education¹ were being met by respondents in the following manner:

Skills and abilities aim. Apparatus, tumbling, track and field, and dancing help contribute to the skills and abilities aim. Twenty-five per cent of the respondents had apparatus, ninety-two per cent, tumbling; eighty-nine per cent, track and field; fifty-one per cent, rope jumping; and twenty-nine per cent, dancing.

Cultural aim. To aid in the development of understanding and appreciation of the techniques and strategies of sports, preparation for leisure time, and improvement of morale through improving the body, archery, badminton, bowling, shuffleboard, and weight training are included in the physical education curriculum. Forty-six per cent of the responding schools had archery, seventy-seven per cent, badminton; forty-six per cent, bowling; thirty-one per cent, shuffleboard; and sixty-five per cent, weight training.

Mental hygiene aim. Worry and general neural vigor are aided through participating in many activities.

¹Voltmer and Esslinger, loc. cit.

Students in responding schools participated in sixty-four different activities, and twenty-five per cent had a specific health education course.

Desirable habits aim. Archery, badminton, bowling, and a health education course are employed to improve in this aim. Forty-six per cent of the respondents had archery, seventy-seven, badminton; forty-six per cent, bowling; and twenty-five per cent, a health education course.

Purely physical aim. To assist in the development of endurance, strength, and growth the following activities were offered: weight training, apparatus, and track and field. Sixty-five per cent of the reporting schools had weight training, twenty-five per cent, apparatus; and eighty-nine per cent, track and field.

Personality aim. The attainment of sportsmanship, leadership, positive active qualities, positive mental qualities, self-control, social co-operation, and sociability are helped through dancing, volleyball, and the use of squad leaders. Twenty-nine per cent of the reporting schools had dancing, ninety-three per cent, volleyball; and sixty-one per cent, squad leaders.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of the investigation was to study the need of planning a high school boys' physical education curriculum, to study the school as an influential resource which directly promotes physical and social fitness, and to present curriculum patterns in physical education which will aid an instructor who will be teaching in a small school for the first time.

A study of literature was made in order to determine the programs recommended by professional physical educators. The educators recommended that there should be a program providing each student with an opportunity to develop skill and understanding in a variety of sports activities that will serve him throughout life.

The investigator utilized both teaching background and data from a review of relevant professional literature to formulate a questionnaire. The purpose of the questionnaire was to gather data relating to high school physical education programs in a small school. The general areas were: physical education service program, intramural athletics, health education, facilities, class details, and preparation of budgets. The questionnaire was validated and mailed to the 128 class "B" schools throughout the State of Iowa.

I. SUMMARY

With regard to Cowell and Schwehn's list of physical needs of adolescents, responding schools showed evidence of meeting curricular needs best in the development of endurance and vitality, the ability to resist fatigue, and in team sports. Physical needs were also met in developing muscle and physical strength, being skillful in individual and dual sports, and movement with skill and grace. Physical needs were not adequately met in the development of a symmetrical and attractive physique, having an adequate and balanced diet, and knowing how to relax and rest. More emphasis within the schools should be on health education, apparatus, golf, bait casting, dancing, and handball.

With regard to La Porte's objectives of physical education, responding schools showed evidence of meeting curricular needs best in the development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others. Ninety-two per cent of the reporting schools included tumbling and eighty-three per cent included wrestling. Objectives were met adequately in the development of useful and desirable skills in activities suitable as avocational interests for use during leisure time, the development of leadership capacity, and the

development of acceptable social standards, appreciations, and attitudes. The development of fundamental skills in aquatics, gymnastics, and rhythmic were not adequately met.

The aims and objectives of physical education as reported by Voltmer and Esslinger were best met by responding schools in the purely physical aim. The skills and abilities aim, cultural aim, desirable habits aim, and personality aim were adequately met by responding schools.

A study of the questionnaires from the responding schools showed inadequacies did exist. The degree of inadequacies differed from school to school. Fewer than fifty per cent of the respondents offered instruction in the carry-over activities of bait casting, handball, swimming, tennis, shuffleboard, bowling, dancing, horseshoe pitching, croquet, deck tennis, and golf.

Summarizing the intramural programs, the investigator found the total programs inadequate. The data showed that only twenty-nine per cent of the responding schools had an intramural program. Responding schools indicated the major reasons for not having an intramural program was lack of time and inadequate facilities.

The methods of assigning grades used by most Iowa high schools was by the use of the letters A, B, C, D, and F. The most common method of determining grades was the

subjective evaluation of the student's ability and class work. Fewer than fifty per cent of the teachers used written or skill tests to assist them in making evaluations. Only twenty-six per cent of the reporting schools kept an up-to-date permanent record card for each pupil containing the scores received on standardized tests.

Most reporting schools required students to dress in a specific physical education uniform for activity and required showers after the activity was completed. Individual lockers were reported available by three-fourths of the respondents. Towel service was organized in approximately one-half the schools.

Classroom details varied with each responding school, but the investigator found that most schools followed recommended procedures, time was spent efficiently, rules and regulations were established, and squad leaders were used. Testing programs for classification is recommended by the investigator to help equalize squads.

The responding schools did not provide an adequate health education curriculum. Only one-fourth of the respondents offered a health course.

II. RECOMMENDATIONS

The writer recommends a definite purchasing plan for the physical education program. The main area of

deficiency was the absence of apparatus. One piece of equipment should be purchased each year. It is recommended that purchases be made of a balance beam, horizontal bar, parallel bars, rings, side-long horse, springboard, trampoline, and vaulting box. As additional equipment is purchased, more time can be allotted to these activities in the program.

Reporting schools appeared to have some inadequacies in their programs. Many respondents reported they did not offer a variety of activities in their total programs. Inadequate facilities and the lack of equipment were reported as reasons for not offering a greater variety of activities. The major problem that most small schools will have to face in the future will be that of trying to provide a good physical education program with limited facilities.

It is recommended that more emphasis should be placed on those activities which are helpful to enjoyable recreation, proper social adjustment, and healthful living. School administrators and physical education teachers should establish an adequate physical education program which will effectively promote social, emotional, physical, mental, and recreational growth of the individual. Minimum requirements should include active participation in apparatus, archery, badminton, bowling, dancing, horseshoe pitching, golf, handball, table tennis, tumbling, soccer, softfall, swimming, track and field, weight training, and volleyball.

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APPENDIX

APPENDIX A

LETTER SENT TO PHYSICAL EDUCATION INSTRUCTORS

January 24, 1966

Dear Sir:

As a graduate student, attending Drake University, I am conducting a field study as a partial fulfillment of the requirement for the degree, Master of Science in Education. The field study is entitled "An Organized Program of Boys' Physical Education and Health Education for Iowa Class B High Schools."

I would appreciate it if you would complete the enclosed questionnaire. I am enclosing a self-addressed stamped envelope in which you may return it to me at your earliest convenience.

Names of individual schools will not be used in the interpretation of the data, nor will comparisons be made of individual instructors.

Thank you for your cooperation.

Sincerely yours,

George W. Long
Athletic Director
Dallas Center, Iowa

APPENDIX B

QUESTIONNAIRE USED IN THE FIELD STUDY

1. How many physical education class periods are taught on days when boys' physical education is scheduled? (Check number)

Maximum: 1___ 2___ 3___ 4___ 5___ 6___
Minimum: 1___ 2___ 3___ 4___ 5___ 6___

2. How many days does each physical education class meet per week? (Check number)

Maximum: 1___ 2___ 3___ 4___ 5___
Minimum: 1___ 2___ 3___ 4___ 5___

3. How many minutes do you have for the regular period for the fall semester? (Check number)

Minutes: 30 to 34 ___ 40 to 44 ___ 50 to 54 ___
35 to 39 ___ 45 to 49 ___ 55 to 60 ___

4. What is the average size of the classes? (Check number)

below 20 ___ 20 to 24 ___ 25 to 29 ___
30 to 34 ___ over 35 ___

5. Do you require a specific physical education uniform? (shoes, shorts, and shirt) yes ___ no ___

6. Do you require athletes who are out for interscholastic sports to participate in your physical education program during their sport season? yes ___ no ___

7. Are physical education credits required for graduation from your high school? yes ___ no ___

8. Do you have a standard medical-excuse form, for the use of students desiring limited participation in physical education, on which the physician states definitely the defect, checks the activities in which the particular student may participate, and indicates the time the pupil is to be excused?

yes ___ no ___

9. In a typical fall semester (18 weeks), what percentage of time do you use squad formation as a part of class organization? _____ (percentage)
10. If squads are used, please check their purpose(s):
 _____ (a) to facilitate role taking
 _____ (b) for movement of class to and from teaching station
 _____ (c) for team competition
 _____ (d) others

11. Do you use squad leaders in physical education classes?
 yes _____ no _____
12. Check the following activities that are taught once or more in the four year physical education curriculum.
- | | |
|-----------------------|-----------------------|
| _____ Aerial darts | _____ Dancing |
| _____ Apparatus | _____ Handball |
| _____ Balance Beam | _____ Hiking |
| _____ Horizontal Bar | _____ Horseshoe |
| _____ Parallel Bars | _____ Table Tennis |
| _____ Rings | _____ Tumbling |
| _____ Side-long Horse | _____ Shuffleboard |
| _____ Springboard | _____ Rope Jumping |
| _____ Trampoline | _____ Roller Skating |
| _____ Vaulting Box | _____ Soccer |
| _____ Archery | _____ Softball |
| _____ Bait Casting | _____ Swimming |
| _____ Badminton | _____ Tennis |
| _____ Basketball | _____ Track and Field |
| _____ Baseball | _____ Volleyball |
| _____ Bowling | _____ Weight Training |
| _____ Bag Punching | _____ Wrestling |

Please list others: _____

13. Do you use achievement tests each semester? yes _____ no _____

If so, which ones? _____

14. Do you use objective skill tests to measure the performance or improvement of skills that are taught during the unit? yes ___ no ___

If so, are they teacher-prepared or standardized tests?

15. Do you keep an up-to-date permanent record card for each pupil containing the scores received on standardized tests? yes ___ no ___

16. Do you give a grade in physical education on some basis other than just attendance or appearance for class in uniform? yes ___ no ___

17. When grading, do you consider the improvement the pupil has made as well as the ability to perform? yes ___ no ___
If yes, what per cent of the grade is based on improvement? _____ per cent

18. After the first three weeks in an average class, how much time do you use to take roll? _____ minutes

19. In terms of skills and physical abilities do you provide for individual differences in your program?
yes ___ no ___

If yes, please explain how. _____

20. Do you include outdoor winter activities in the physical education program? yes ___ no ___

If yes, please list them. _____

21. Do you require a physical examination by a physician each year as a prerequisite for physical education?
yes ___ no ___

If no, then how often? _____

22. Do you or a member of the staff check general conditions of health such as skin, feet, and cleanliness of body and clothing of pupils at least once a semester? yes ___
no ___

23. Do you have an intramural program? yes ___ no ___
24. Please check the following activities that are included in your intramural program. Add any others in your program not listed below.

Fall

___ Archery
 ___ Badminton
 ___ Cross Country
 ___ Golf
 ___ Soccer
 ___ Speedball
 ___ Touch Football
 ___ Tennis

Spring

___ Archery
 ___ Golf
 ___ Horseshoes
 ___ Softball
 ___ Track and Field
 ___ Tennis

Winter

___ Badminton
 ___ Basketball
 ___ Bowling
 ___ Shuffleboard
 ___ Table Tennis
 ___ Volleyball
 ___ Wrestling

25. If you do not have an intramural program, check the reasons for not having one.

___ Insufficient finances Please list other reasons
 ___ Lack of trained personnel
 ___ Inadequate facilities
 ___ Student apathy
 ___ Lack of time

26. Do you have a definite annual budget for obtaining additional equipment, repairing and replacing worn-out equipment? yes ___ no ___

If yes, what is your budget for 1965-66? _____

27. Do you have adequate storage place for your physical education equipment? yes ___ no ___

28. What is the location of your physical education bulletin board? _____

29. Do you usually wear an instructor's gymnasium uniform (appropriate shirt, pants, and shoes) when teaching? yes ___ no ___
30. Does your high school have a specific health education course? yes ___ no ___
- If so, who teaches it? _____
- If so, in what year of the student's program is the course taught? _____
31. How much time is allowed for dressing purposes before an inside activity and after the class has been dismissed from the inside area?
Before _____ minutes
After _____ minutes
32. How much time is allowed for dressing purposes before an outside activity and after the class has been dismissed from the outside area?
Before _____ minutes
After _____ minutes
33. Do you require a shower of each pupil after every physical education activity period? yes ___ no ___
34. Does your school provide towel service for the physical education program? yes ___ no ___
- If yes, briefly describe. _____
- _____
35. Do you require pupils to have their complete gymnasium uniforms laundered at frequent intervals? yes ___ no ___
36. Does each boy have an individual locker or basket for his physical education uniform? yes ___ no ___
- If no, please describe. _____
- _____
37. In your particular school, do you face any problems which interfere with effective teaching of physical education?
- If so, please discuss.

Please check the box at the right and complete the name, school, and address lines below if you wish to receive a summary of the survey.



NAME

SCHOOL

ADDRESS

APPENDIX C

SCHOOLS PARTICIPATING IN THE FIELD STUDY

| <u>School</u> | <u>Town</u> |
|--|-----------------|
| Adair-Casey Community School | Adair |
| Adel Community School | Adel |
| Akron Community School | Akron |
| Albert City-Truesdale Community School | Albert City |
| North Polk Community School | Alleman |
| Alta Community School | Alta |
| Anita Community School | Anita |
| Aplington Community School | Aplington |
| Aurelia Community School | Aurelia |
| Avoha Community School | Avoca |
| Britt Community School | Britt |
| B. G. M. Community School | Brooklyn |
| Buffalo Center Community School | Buffalo Center |
| Twin Cedars Community School | Bussey |
| Camanche Community School | Camanche |
| Carroll Community School | Carroll |
| State College High School | Cedar Falls |
| Central City Community School | Central City |
| Charter Oak-Ute Community School | Charter Oak |
| Colfax Community School | Colfax |
| South Page Community School | College Springs |
| Beaman-Conrad Community School | Conrad |

School

Coon Rapids Community School
Cambria-Corydon Community School
Maquoketa Valley Community School
Dallas Community School
Dike Community School
Dunkerton Community School
Eddyville Community School
Eldora Community School
Valley Community High School
Northeast Community School
Farragut Community School
Mormon Trail Community School
Garnavillo Community School
Garner-Hayfield Community School
Glidden-Ralston Community School
Prairie Community School
East Green Community School
Spalding Community School
Greene Community School
Hamburg Community School
Hartley Community School
Ballard Community School
Ida Grove Community School
University High School
Jessup Community School

Town

Coon Rapids
Corydon
Delhi
Dallas Center
Dike
Dunkerton
Eddyville
Eldora
Elgin
Elvira
Farragut
Garden Grove
Garnavillo
Garner
Glidden
Gowrie
Grand Junction
Granville
Greene
Hamburg
Hartley
Huxley
Ida Grove
Iowa City
Jessup

| <u>School</u> | <u>Town</u> |
|---|----------------|
| Harris-Lake Park Community School | Lake Park |
| Laurens Community School | Laurens |
| Cal Community School | Latimer |
| Louisa-Muscatine Community School | Letts |
| Southeast Warren Community School | Liberty Center |
| Linn-Mar Community School | Marion |
| Madrid Community School | Madrid |
| Malvern Community School | Malvern |
| Manilla Community School | Manilla |
| Manning Community School | Manning |
| Manson Community School | Manson |
| C and M Community School | Massena |
| West Central Community School | Maynard |
| Milford Community School | Milford |
| West Harrison Community School | Mondamin |
| New Monroe Community School | Monroe |
| Montezuma Community School | Montezuma |
| Woodbury Central Community School | Moville |
| Nashua Community School | Nashua |
| Tri-Center Community School | Neola |
| Nora Springs-Rock Falls Community School | Nora Springs |
| Norway Consolidated School | Norway |
| Oakland Community School | Oakland |
| Odebolt-Arthur Community School | Odebolt |

School

Ogden Community School
Waco Community School
Maurice-Orange City Community
School
Panora-Linden Community School
Paullina Community School
Pleasant Valley Township
Pleasantville Community School
Postville Independent School
Reinbeck Community School
Hiland Community School
Schleswig Community School
Sergeant Bluff-Luton Community
School
Sioux Center Community School
Riverside High School
Lincoln Community School
Story City Community School
Lynnville-Sully Community School
Sutherland Community School
Fremont-Mills Community School
Interstate 35 Community School
Underwood Community School
Villisca Community School
Wapello Community School
West Branch Community School

Town

Ogden
Olds
Orange City
Panora
Paullina
Pleasant Valley
Pleasantville
Postville
Reinbeck
Riverside
Schleswig
Sergeant Bluff
Sioux Center
Sioux City
Stanwood
Story City
Sully
Sutherland
Tabor
Truro
Underwood
Villisca
Wapello
West Branch

School

Tri-County High School

Wilton Junction Community School

East Buchanan Community School

Woodbine Community School

Midland Community School

Town

What Cheer

Wilton Junction

Winthrop

Woodbine

Wyoming